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ABSTRACT

A unit of instruction for use with limited English proficient students in grades 9-12 being screened for special education services is outlined. The students should have some proficiency in understanding, speaking, reading, and writing English, and the unit can be used with students at a fifth grade or higher level of achievement. It has six integrated, sequential lessons introducing students to the concept and process of letter writing. The lessons cover: identifying the basic materials needed for letter writing, labeling the parts of a friendly letter, types of informal letters, writing a letter based on a model, and making and addressing an envelope. Each lesson contains objectives, a list of instructional materials, procedures, and evaluation suggestions. Suggestions are given for developing additional lessons, and a list of useful resources is appended. (MSE)

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THE FRIENDLY LETTER

Supplemental Lessons and Activities for Use with Limited English Proficient (LEP) Students being considered for Special Education Services

Grades 9-12

Developed by Fairfax County Public Schools ESL and Special Education Teachers under Grant #G008525195, Office of Bilingual Education and Minority Languages Affairs, Department of Education, Washington, D.C.

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THE FRIENDLY LETTER

Supplemental Lessons and Activities for Use with Limited English Proficient (LEP) Students Being Considered for Special Education Services

ACKNOWLEDGMENTS

The supplemental lessons and activities contained in this publication are the results of an innovative and collaborative effort between English as a second language (ESL) teachers and special education teachers, Fairfax County Public Schools, Fairfax, Virginia.

Our appreciation and thanks are extended to the authors: Steve Collins, special education teacher, McLean High School; Lynn Francis, ESL teacher, McLean High School; and Gertrude Todd, ESL teacher, Edison High School.

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Esther J. Eisenhower, Ph.D.
Project Director

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INTRODUCTION

This unit of instruction is designed to be used with limited English proficient (LEP) students in grades 9-12 being screened for special education services. The students should have at least some proficiency in understanding and speaking English and an initial proficiency in reading and writing. This unit may be used with students at a fifth grade level of achievement and up.

The unit is made up of several integrated and sequential lessons. It introduces the students to the concept of letter writing, takes them through the writing process, and culminates in writing a letter to be mailed. The individual lessons contained in this packet will take approximately 30 to 50 minutes, depending upon the needs of the students.

The general intent of this unit is to introduce, teach, reinforce, and review the form and function of the informal letter. Specifically, students will be able to:

- Identify basic materials needed for letter writing
- Label the parts of the friendly letter
- Discuss various types of informal letters
- Write their own informal letters based on a model presented by the teacher
- Prepare and address an envelope

There are six lessons in this unit. Each lesson is organized by title, objectives, instructional materials needed to implement the lesson, procedures, and evaluation suggestions.

Additional lessons may be developed on topics such as:

- Additional vocabulary regarding postal service
- Buying stamps
- Calculating correct postage (based on weight and destination)
- Other post office forms
- Careers with the postal service (various job descriptions)

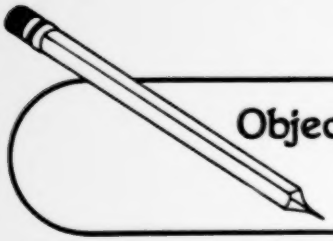
When introducing the students to the friendly/informal letter, the teacher might like to make the following points:

- A friendly letter is one type of communication among a variety of others and is used to address friends about topics of mutual interest.
- There are advantages to using mail as an alternative to other types of communication.

- o The United States has one of the fastest and most efficient mail systems in the world.
- o There are proper ways to write a friendly letter and prepare it for the mail service to deliver.

Names of useful supplemental materials can be found at the end of the unit.

LESSON 1: FIVE TOOLS FOR A FRIENDLY LETTER



Objective:

- Students will identify the "tools" needed to write a friendly letter.
- Students will write their own address.

Instructional Materials:

- Pencils
- Paper
- Envelopes
- Stamps
- 9" x 12" clasp envelopes
- 3" x 5" index cards

Procedure:

1. Prior to the class meeting, place the "tools" of a friendly letter (pencil, paper, stamp, 3" x 5" card, and envelope) in a 9" x 12" clasp envelope. There should be one envelope for each child.

2. Introduce, through verbal interaction, the concept of the friendly letter.

3. Orally direct students to hold and show each "tool." Reinforce the vocabulary as needed.

4. Require students to name all five tools before they are placed back into the envelope.

5. Using familiar vocabulary, encourage students to discuss where the tools may be obtained.

6. Introduce the concept of "address." Using familiar language emphasize the importance of addressing envelopes correctly.

7. Assist students in writing their own address on a 3" x 5" index card.

8. Reinforce vocabulary learned and summarize the objectives of the lesson.

Evaluation:

1. Give a matching quiz in which pictures of the tools can be matched to written vocabulary.

2. Direct the students to name the contents of their clasp envelope.

3. Direct the students to discuss the functions of a friendly letter.

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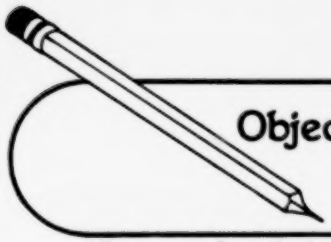
LESSON 2: FIVE PARTS OF A FRIENDLY LETTER



Objective: Students will identify and locate the five parts of a friendly letter.

Instructional Materials:

- Overhead projector
- Cutouts of the five parts of a friendly letter:
  - address of sender
  - salutation
  - body
  - closing
  - signature of sender
- Several friendly letter puzzles (sample letters which have been cut into sections).

Procedure:

1. Review the uses of a friendly letter and the "tools" used to write and send a friendly letter.

2. Place a sample letter on the overhead projector and identify the friendly letter and its parts. Review and reinforce.

3. Discuss the purpose of each of the five parts.

4. Distribute friendly letter puzzles to small groups of students. Ask students to rearrange the pieces appropriately. Direct the groups to share results.

Evaluation:

Students will identify and locate four out of five parts of the friendly letter.

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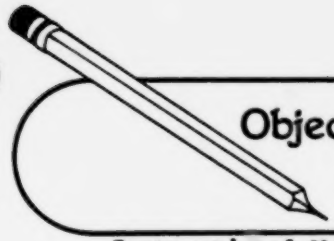
LESSON 3: TYPES OF FRIENDLY LETTERS



Objective: Students will complete cloze worksheets of friendly letters.

Instructional Materials:

- Overhead projector
- Transparencies of friendly letters
- Laminated friendly letters

Procedure:

1. Review the five parts of a friendly letter by showing the transparency of Friendly Letter #1. Ask the following questions:

   - What part tells where the writer lives?
   - What part tells to whom the letter was written?
   - What part tells who wrote the letter?
   - What part tells what the writer wants to say?
   - In which part does the writer say good-bye?

2. Using the overhead projector, show students a transparency of Friendly Letter #2.

   - Ask students to identify the five parts of the letter.
   - Ask the following questions:
     - Who sent the letter?
     - Who received the letter?
     - What does Ruth want Marcia to do when she arrives in Washington, D. C.?

3. Show and read several sample friendly letters. Note polite language in each.

4. Hand out cloze worksheets of friendly letters and put a transparency on the overhead.

5. Have students fill in the blanks on their worksheets as you fill them in on the transparency. Students may copy from the overhead or make their own choices.

6. Have students exchange and read each other's letters.

Evaluation:

Students will complete a cloze worksheet of a friendly letter with 80% accuracy.

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Lesson 3

FRIENDLY LETTER #1

AN INVITATION

650 Oak Street
Falls Church, Virginia
April 17, 1986

Dear John,

I would like to invite you to my birthday party on May 10. It will be at my house from 5-8 o'clock. We will have pizza and cake and watch movies. I hope you will be able to come.

Your friend,

Jeff

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Lesson 3

FRIENDLY LETTER #2

3482 Berry Lane
Cleveland, Ohio
March 12, 1986

Dear Rita,

How are you doing? How is your family?

Thanks for your invitation to visit you in Washington, D. C., this summer. I am planning to come in July and stay with you for one week. I will let you know the exact date very soon.

Cordially,

Marcia

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Lesson 3

SAMPLE FRIENDLY LETTER

THANK YOU LETTER

520 South 7th Street
Oakton, Virginia
May 7, 1986

Dear Susan,

Thank you very much for the record album you sent me. Duran Duran is my favorite group. This was the best present! I'll think of you every time I listen to the album.

Your friend,

Fernando

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Lesson 3

CLOZE WORKSHEET

Put these parts in the correct blanks.

today's date
name of a friend
your signature
a bathing suit
your street address
Always,
hot
your city, state, and zip code
go to the beach

_____

_____

_____

Dear _____,

I'm so glad you can come for a visit. Please let me know when you will be arriving in Washington. The weather will probably be _____.

Bring _____ with you so we can _____.

I really look forward to seeing you soon.

_____

_____

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Lesson 3

CLOZE WORKSHEET

Fill in the blanks with the following:

1. Your street address
2. Your city, state, and zip code
3. Today's date
4. Name of a friend or relative
5. Choose one: cool, warm, hot, rainy
6. Choose one: a jacket, dressy clothes, a bathing suit, an umbrella
7. Choose one: go sightseeing, go to a party, go to the beach, walk in the rain
8. Choose one: Love, Your friend, Sincerely, Always
9. Your signature

_____ (1)

_____ (2)

_____ (3)

Dear _____ (4),

I'm so glad you can come for a visit. Please let me know when you will be arriving in Washington. The weather will probably be _____ (5).

Bring _____ (6) with you so we can _____ (7).

I really look forward to seeing you soon.

_____ (8)

_____ (9)

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Lesson 3

CLOZE WORKSHEET

Put the letter parts at the bottom of this page in the correct spaces of the letter form. Then write the number of the line that matches each part in the blanks below.

1. _____

2. _____

3. _____

4. _____

5. _____

_____

_____

6. _____

7. _____

_____ A. Dear Sarah,
_____ B. April 21, 1986
_____ C. Sincerely,
_____ D. 1633 Davidson Road
_____ E. David
_____ F. McLean, Virginia 22102
_____ G. I have just finished drawing a picture of my school. I am sending it to you in the mail.

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Lesson 3

SAMPLE WORKSHEET

Complete the letter below.

_____

_____

_____

_____,

Thank you for your letter. I will be arriving in Washington, D. C., on June 15. I will bring my bathing suit.

I can't wait to see you!

_____,

_____

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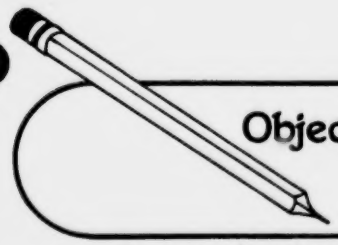

Objective: Students will write a get-well letter using correct punctuation.

Instructional Materials:

- Overhead projector
- Transparencies
- Get-well letter

Procedure:

1. Review types of friendly letters.

2. Read a get-well letter to the students. Discuss with the students what a get-well letter should say. See attached description.

3. Direct students to relate an experience with illness or injury.

4. Using a transparency, go over points to cover in Get-Well Letter #1. Reread Get-Well Letter #1 noting each point that is covered.

5. Use a language experience technique to elicit ideas from the students. Using the ideas, model a get-well letter on the chalkboard or overhead projector.

6. Review the punctuation marks used in the heading, greeting, and closing. Use Get-Well Letter #1 to help students write their own letters to partners, substituting appropriate phrases as necessary.

7. Direct students to complete Get-Well Letter #2 as a cloze exercise.

Evaluation:

Students will write a get-well letter using punctuation with 80% accuracy.

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SAMPLE TRANSPARENCY Lesson 4

GET-WELL LETTER DESCRIPTION

A get-well letter should:

1. Tell that you are sorry about the accident or illness.
2. Say that you hope your friend gets better soon.
3. Cheer up your friend with good news.
4. Name something your friend can look forward to.
5. Offer to help in some way.

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GET-WELL LETTER #1 Lesson 4

4321 Oak Street
Fairfax, Virginia 22030
March 26, 1986

Dear Juan Carlos,

I'm sorry to hear that you broke your arm playing tennis. I hope you will be better soon. If I can help you with your writing, please let me know.

Our soccer team won last night. Now we are tied for first place. I hope you will be able to make the next game on April 3.

We had a test in algebra yesterday. It was really hard. You should be glad you missed it.

Your friend,

Doris

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GET-WELL LETTER #2 Lesson 4

_____

_____

_____

Dear _____,

I'm sorry to hear that _____.
I hope you will be better soon. If I can help you _____,
please let me know.

Our _____.
Now _____. I hope you will be able
to _____.

We _____. It
was _____. You should be _____
_____.

_____

_____

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TOPICS FOR GET-WELL LETTERS

Lesson 4

Choose one of the situations given below and write a get-well letter.

1. Your friend, _____, has a broken leg. She or he broke the leg skateboarding.

2. Your friend, _____, is at home with the chicken pox. He or she is very sick.

3. Your friend, _____, was hurt in a car accident. He or she is in the hospital.

4. Your cousin, _____, has a sore mouth. He or she had four teeth pulled and can't eat or talk.

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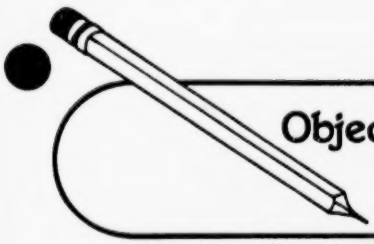
LESSON 5: MAKING AN ENVELOPE



Objective: Students will follow verbal commands to make an envelope.

Instructional Materials:

- Paper, pencils, scissors, glue
- Envelope pattern and instructions
- Completed friendly letter (from Lesson 4)
- Various envelopes and paper clips

Procedure:

1. Review the tools needed for writing and sending a friendly letter (lesson 1) with emphasis on the envelope.

2. Show students various types of envelopes and discuss their uses. Example: envelope with window for bills.

3. Distribute instruction sheet for making an envelope and review vocabulary: trace, pattern, solid, dotted, cut, fold, glue, straight, and flap.

4. Distribute materials needed to make a small envelope: pattern, scissors, glue, paper, and pen.

5. Read directions one at a time and have students complete one step before going on to the next.

6. Demonstrate the correct way to fold a letter to fit into a small envelope and lead students through the folding process by giving oral directions and modeling actions simultaneously.

7. Have students clip partially glued envelope and folded letters together and collect.

Evaluation:

Students will make an envelope independently.

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Lesson 5

INSTRUCTIONS FOR MAKING AN ENVELOPE

1. Trace the envelope pattern onto a piece of plain white typing paper. Be careful that all lines are straight and easy to see.

2. Cut the envelope out of the paper. Follow the lines carefully.

3. Use the dotted lines on the pattern as your guide and fold the four flaps into the center.

4. Glue three of the flaps together. Allow the glue to dry thoroughly before going on.

5. Before you can finish your envelope, you will need to:

   a. Fold your letter
   b. Address your envelope
   c. Put your folded letter into the envelope

   Be sure to follow your teacher's directions carefully.

6. After you have finished step 5, glue the fourth (and last) flap into place to seal your envelope. Now you are ready to put a stamp on your envelope and mail your letter!

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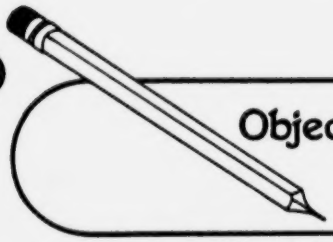

Objective: Students will correctly address their envelopes for mailing.

Instructional Materials:

- Partially completed envelopes and folded letters, collected by teacher at end of lesson 5
- Pens, glue, vocabulary worksheets, and 3" x 5" cards
- Addressed envelopes

Procedure:

1. Review tools needed for writing a friendly letter. Distribute worksheet about addressing an envelope properly. Discuss vocabulary.

2. Introduce vocabulary: address, return address.

3. Show students examples of properly addressed envelopes. Explain the address format: name; number and street; city, state, and zip code. Write examples on the board or overhead.

4. Have students practice writing their friend's address and their return address on 3" x 5" cards. Check to be sure their addresses include all the elements in the correct order and that the size and spacing of the words and lines is correct.

5. When the students are ready, distribute their folded letters and envelopes which were collected at the end of lesson 5.

6. Instruct students to write their friend's address in the proper place on the envelope. Next have them write their return address in the upper left-hand corner.

7. After the students have written both addresses, have them insert their folded letters and, finally, seal the envelopes by gluing the fourth flap into place.

Evaluation:

Students will correctly address an envelope.

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Lesson 6

DIRECTIONS FOR ADDRESSING AN ENVELOPE

The address on the envelope is very important. Unless you address the envelope properly, your letter may never reach your friend. Remember these points when writing the address:

1. Write very carefully and neatly.

2. Put the address in the center of the envelope.

3. Put the name on the first line, number and street on the second line, and city and state and zip code on the third line.

4. Do not use abbreviations. Write the name of the street, city, and state in full.

5. Write the zip code after the name of the state. The zip code is very important and will help your letter get to the right place quickly.

6. Put your return address in the upper left-hand corner.

7. Put the stamp in the upper right-hand corner.

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SUPPLEMENTAL MATERIALS

Acquiring Language Skills: The Learning Skills Language Arts (New York: McGraw-Hill Book Company, 1978).

English, Inc., Composition, First Course (Pleasantville, New York: Readers' Digest Education Division, 1981).

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Rainbury, Robert, A Writing Book - English in Everyday Life (New York: Prentice Hall, Inc., 1977).